



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 671 L01
Comparative Politics of Development in the Global South
Fall 2021**

INSTRUCTOR: Dr. Regina Cochrane
OFFICE: SS 706
EMAIL: r.cochrane@ucalgary.ca
OFFICE HOURS: Mondays, 11:00-12:30 (during the regular Fall term: please confirm attendance by prior email) and by appointment
COURSE DAY/TIME: Tuesdays, 13:00-15:45
DELIVERY METHOD: online synchronous (via zoom)
COURSE PRE-REQUISITES: None

COURSE DESCRIPTION

Development is conventionally understood as leading to improvements in the standards of living via industrialization, economic growth, social modernization, and political democratization. Given the continued –and even increased– prevalence of poverty, social marginalization, “failed states,” and violence in the post-colonial countries of the Global South, however, the post-World-War-II project of international development is often dismissed as a failure. Hence, any contemporary study of the comparative politics of “developing” states must necessarily take as its point of departure a critical examination of the contested concept of “development” itself and how it is being increasingly called into question today not only by critics of neoliberal globalization or capitalism, more generally, but also by postcolonial theorists, environmentalists, and feminists, among other groups. These latter critiques and the central challenge they present to “Western” modernity and economic and cultural globalization have, in turn, generated counter-critiques on the part of those seeking more critical forms of modernism and globalism.

In this course, therefore, we will focus on and compare the analysis of development as it is elaborated by supporters of liberal modernization theory, neo-Marxists, post-developmentalists, advocates of alternative/sustainable development, and feminists as well as by proponents of critical modernity and critical globality. Key to these analyses will be how these various orientations treat issues related to neoliberalism, globalization, modernity, cultural diversity, and governance. These discussions will be supplemented with examples and/or case studies focusing on Africa, Latin America, and East/South Asia.

COURSE OBJECTIVES & LEARNING OUTCOMES

1. To provide a contemporary survey of the main theories, issues, and debates in comparative political development in order to help prepare graduate students, at both the MA and Ph.D. levels, to write candidacy exams and/or theses in the field of comparative politics and/or the subfield of comparative political development.
2. To re-evaluate the project of international development and its entanglement with “Western” modernity in the contemporary context of neoliberal globalization, the erosion of state sovereignty, and the concurrent rise of the cultural politics of identity.
3. To promote a deeper, more critical understanding of comparative political development by examining the impact of national/international/transnational economic and social policies, of environmental degradation, and of social movement activism on political governance.

REQUIRED TEXTBOOK(S)

- Richard Peet and Elaine Hartwick, *Theories of Development: Contentions, Arguments, Alternatives*. Third Edition. New York: Guilford Press, 2015.*
- Jan Nederveen Pieterse, *Development Theory*. Second Edition. London and Thousand Oaks, CA: Sage Publications, 2010.*
- Rita, Abrahamsen, *Disciplining Democracy: Development Discourse and Good Governance in Africa*. London and New York: Zed Books, 2000.**

PLUS: A selection of book chapters and journal articles available at the Taylor Family Library, in e-books and e-journals-, or in the form of (single) scanned articles/chapters posted in the “course readings” file on d2l.

*These books are available from the TFDL in e-book format and as hard copies at the University of Calgary Bookstore.

**A hard copy of this book has been placed on reserve at the TFDL. It is also available at University of Calgary Bookstore.

REQUIRED TECHNOLOGY

This course requires a computer device with an internet connection and a suitable screen that can be used to access Zoom sessions and the D2L site for the course.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Class participation	20%	term
Seminar presentation	20%	variable
Essay Proposal	15%	Nov. 7
Final essay	45%	Dec. 10, 12:00
Total	100%	

If a student misses a course component, please get in touch with the instructor as soon as possible.

COURSE SCHEDULE & TOPICS

DATE	TOPIC	READINGS*
Week 1: Sept. 7	Introduction: Development Theory and Practice Today	- Peet and Hartwick, Chapter 1, "Introduction: Growth versus Development" (pp. 1-24) - Pieterse, "Introduction" (pp. xvi-xviii) and Chapter 1, "Trends in Development Theory" (pp. 1-18)
Week 2: Sept. 14	The Political Economy of Development I: Classical, Neo-classical, Keynesian and Neoliberal Economics	- Peet and Hartwick, Chapter 2, "Classical and Neoclassical Economics" (pp. 23-62) and Chapter 3, "From Keynesian Economics to Neoliberalism" (pp. 63-118) - Pellizzoni, "Nature, Government, and the Ontology of the Present" (pp. 45-69) - Behrendt, "Investing in People: Extending Social Security through National Social Protection Floors" (pp. 228-259)**
Week 3: Sept. 21	Development Theory I: Modernization Theory	- Peet and Hartwick, Chapter 4, "Development as Modernization" (pp. 119-162) - Berger and Weber, "The Resurrection of Nation-Building and Modernization (pp. 106-130)** - Anseeuw and Taylor, "Factors Shaping the Global Land Rush" (pp. 36-47) - Pieterse, Chapter 2, "Dilemmas of Development Discourse: The Crisis of Developmentalism and the Comparative Method" (pp. 19-35)
Week 4: Sept. 28	Development Theory II: Neo-Marxist Orientations	- Peet and Hartwick, Chapter 5, "Marxism, Socialism, and Development" (pp. 163-221) - Uzcategui, "The Bolivarian Political Process" (pp. 169-196) - Amin, "The Millenium Development Goals: A Critique from the South" (pp. 1-15) - Pieterse, Chapter 4, "Delinking or Globalization?" (pp. 54-63)**
Week 5: Oct. 5	The Political Economy of Development II: "Post-neoliberal" Neo-Structuralism	- Leiva, Chapter 1, "Combining Growth, Equity, and Democracy" (pp. 1-20), Chapter 2, "Methodological Retreats" (pp. 21-41), and Chapter 8, "The Future of Latin American Neoliberalism" (pp. 271-284)[all]** - Webber, "The Long March East: Evo Morales and the Consolidation of Agrarian Capitalism in Bolivia" (pp. 189-237)**
Week 6: Oct. 12	Development Theory III: Post-Development	- Peet and Hartwick, Chapter 6, "Poststructuralism, Postcolonialism, and Postdevelopmentism" (pp. 222-268)

		<ul style="list-style-type: none"> - Escobar, “Discourse and Power in Development” (pp. 377-400)** - Pieterse, Chapter 5, “The Cultural Turn in Development” (pp. 64-82) and Chapter 7 “After Post-Development” (pp. 110-124)**
Week 7: Oct. 19	Development Theory IV: Sustainable and Alternative Development	<ul style="list-style-type: none"> - McLaren, “Environmental Space, Equity, and the Ecological Debt” (pp. 19-38) - Pieterse, Chapter 6, “My Paradigm or Yours: Variations on Alternative Development” (pp. 83-109)**, and Chapter 10, “Digital Capitalism and Development” (pp. 166-181) - Klein, “Hot Money” (pp. 64-95)
Week 8: Oct. 26	Development Theory V: Feminism and Development	<ul style="list-style-type: none"> - Connelly et al, “Feminism and Development” (pp. 51-106) - Peet and Hartwick, Chapter 7, “Feminist Theories of Development” (pp. 269-305) - Sen and Durano, “Social Contracts Revisited: The Promise of Human Rights” (pp.3-17) - Mukhopadhyay, “Mainstreaming Gender or ‘Streaming’ Gender Away?” (pp. 135-149) and Molyneux, “The Chimera of Success” (pp. 227-240)[both]**
Week 9: Nov. 2	The Political Economy of Development III: Neoliberalism and the Problematization of Poverty	<ul style="list-style-type: none"> - Escobar, “The Problematization of Poverty” (pp. 21-54)** - Cochrane, “Rural Poverty and Impoverished Theory,” (pp. 167-206) - Pieterse, Chapter 8, “Equity and Growth Revisited” (pp. 125-141)** - Pogge and Sengupta, “Assessing the Sustainable Development Goals from a Human Rights Perspective,” (pp. 83-97)
Nov. 7-13	Term Break	No classes
Week 10: Nov. 16	Neoliberal Governance and Development I: Africa 1	<ul style="list-style-type: none"> - Ajakaiye and Jerome, “Economic Development: The Experience of Sub-Saharan Africa” (pp.732-749) - Abrahamsen, Chapters 1-4 (pp. 1-85)**
Week 11: Nov. 23	Neoliberal Governance and Development II: Africa 2	<ul style="list-style-type: none"> - Abrahamsen, Chapters 5-8 (pp. 86-147)** - Bond, “Sub-imperialism as Lubricant of Neoliberalism: South African ‘deputy sheriff’ duty with BRICS (pp. 251-270)**
Week 12: Nov. 30	Neoliberal Governance and Development III: Latin America	<ul style="list-style-type: none"> - Cupples, Chapter 3, “Economic Development” (pp. 49-76), Chapter 6 “Identity Politics” (pp. 141-174), and Chapter 7 “The Politics of Indigeneity” (pp. 175-201)[all]** - Cochrane, “Climate Change, <i>Buen Vivir</i>, and the Dialectic of Enlightenment” (pp. 576-598)

		- Tomlinson, “Vicious and Benign Universalism” (pp. 45-59)
Week 13: Dec. 7	Approaches to Development VII: Critical Modernism and Critical Globalism	- Peet and Hartwick, Chapter 8, “Critical Modernism and Democratic Development” (pp. 309-324) - Pieterse, Chapter 3, “The Development of Development Theory: Towards Critical Globalism” (pp. 36-53), and Chapter 12, “Twenty-first-century Globalization and Development” (pp. 203-219) - Dirlik, “Twin Offspring of Empire, Neoliberalism and Authoritarian Neotraditionalism” (pp. 89-132)

Please note that the above schedule is tentative and may change as the need arises.

*Full bibliographic information and links to e-books/e-journals/posted articles provided on “Schedule of Topics and Readings” posted in “course information” file on d2l.

**Possible articles for seminar presentation. Final selection of articles for seminar presentation will depend on course enrolment.

ASSIGNMENT(S)

Seminar presentations should be approximately 40-50 minutes in length and must include the distribution of a prepared handout (approximately 5-7 pages, point format) that includes a brief biography of the author (where appropriate) plus a summary and a critical analysis of the reading. These presentations should draw on some secondary sources, especially for assistance in formulating the critical analysis of the reading. Sign-up sheets for seminar presentations will be circulated during the first class. A “seminar guidelines” and “seminar evaluation sheet” will be posted in the “course information” file on d2l. Students are *strongly encouraged* to come during office hours with a draft of their seminar presentation to ensure that they are on the right track.

The paper proposal should be approximately 3-4 pages in length. It should include a brief overview of the topic proposed, a thesis statement, and a tentative list of references. This proposal should be submitted by email.

ESSAYS/RESEARCH PAPER(S)

Students will be free to propose a topic for their final essay. The topic chosen should, however, engage with one or more of the themes/approaches/authors discussed in class by, for example: (i) analyzing, in more depth, a specific theme/approach/author; (ii) undertaking a critical comparison of various themes/approaches/authors; (iii) applying a specific approach or the work of a particular author to a practical development issue of interest and relevance to the student. Hence it should draw on both course readings and outside references, particularly those chosen from the “Extra Readings List” on reserve at the TFL. (The proportions of course versus outside readings consulted for the essay will vary with the topic but should include at least 50% of the former.) The course essay should be approximately 18-20 double-spaced pages in length (12-point font, 1” margins,

using any standard citation style accepted at U of C). The content, depth of analysis, and quality of the writing will all be considered in the grading of this essay. The essay should be submitted, in a pdf or (older version) Word file, via the digital drop box on D2L. Students are advised to keep a copy of their exam until their final course grade has been released.

PARTICIPATION

Participation requires, before anything else, actually being present in class. Given that this is a seminar-format course and many of the readings we will discuss in this class are complex, discussions are particularly important and attending class is therefore essential. Consequently, class attendance will be taken and counted for 5% of the course grade or one-quarter of the total participation mark. Participation also entails preparing for class by reading the assigned chapters/articles, including those that have been designated for formal seminar presentation, and noting issues and queries for discussion in class. Hence the rest of the participation mark will be based on the overall quality –rather than just the quantity– of a student’s contributions to class discussion (15%). Good participation also requires treating other students and the instructor with respect –i.e., not interrupting or attempting to dominate class discussions– as well as engaging in dialogue and debate with classmates and the instructor. It entails, as well, using your laptops and Ipads, if and when you choose to bring them to class, for taking notes and for accessing relevant documents and information on the internet rather than for “instant-messaging,” chatting, email, and surfing the web. Attendance at office hours for assistance with seminar presentations, clarification of concepts and ideas discussed in readings and classes, and with the final course essay will also be counted as a part of the 15% “overall participation” mark. Please note that important updates and announcements will be regularly posted on d2l and/or sent out via email. *Therefore, it is the students’ responsibility to regularly check both the d2l site for the course and their University of Calgary email accounts.*

WRITING STATEMENT

Written assignments are often required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

GRADING SCALE: The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

LATE PENALTIES

Students who, for some serious reason, will be late in handing in their essays should consult with

the instructor about this before these assignments are due. Essays submitted after the deadline, without prior consultation and/or documentation, may be penalized with the loss of 5% in the assignment grade for each day late (not including weekends).

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisals

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

The University Calendar states that for reappraisal of academic assessments (final grades):

“A student may request a reappraisal of a final grade. The only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

University Regulations

Students are responsible for familiarizing themselves with the University policies found in the

Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology

Please see the University's resource page at https://ucalgary.service-ow.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

Copyright Legislation

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final

exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Tower, MT 116..

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.